

At New Valley, we
are proud to:



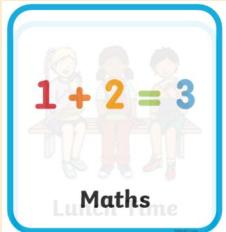
Year 4 Maple Class

Thursday 21st January 2021



Keep practising those
times tables!

9:00- 10:00

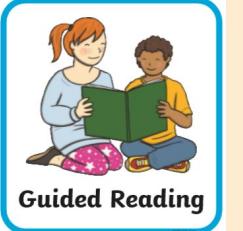


10:00- 10:15



breaktime

10:15- 10:45



Guided Reading

10:45-11:00



Snack Time

11:00-12:00



History

12:00-1:00



Spelling

1:00-2:00



Lunch Time

2:00-3:00



Writing

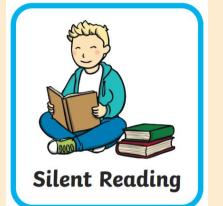


SPaG



Dance and Movement

Remember to take some time out to
do some exercise or dancing between
your learning time!



Silent Reading

Use the link sent out on
Monday!

Thursday

21/01/2021

English

Today we are learning to: Use modal verbs



Today you will learn that a modal verb is used to indicate possibility. Modal verbs can be used to give advice and as a persuasive technique.

Please see the English slides for further information.

Task: Look at the modal verbs word bank. Read the sentences about Varjak Paw and select an appropriate modal verb for each of the sentences.

might	will	should	may	would
can	could	must	shall	ought to

Challenge: Write at least four sentences with modal verbs, persuading Varjak Paw to leave the Contessa's house.



Wider Curriculum

History: What was life like in an Anglo Saxon village?

What was village life like?

What was family life like?

What jobs did people do?

What were some of the challenges they may have faced?

Lesson Video Link: <https://www.bbc.co.uk/bitesize/clips/z36tsbk>



Task: Create a fact file with lots of information about Anglo Saxon life. Remember to include pictures. I'd like to display some of these in the classroom so make them attractive!

Spelling Test::

Continue to practise your spellings for a test tomorrow.

Here they are:

Breath

Breathe

Build

Busy

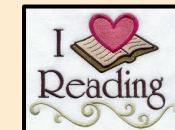
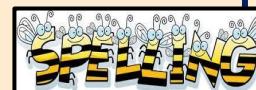
Caught

Centre

Century

Certain

Business
Calendar



Reading: Continue to read your own choice of books. Try reading a nonfiction book!

Maths

This week we are studying

Area

Please follow the links to the White Rose website to find today's lesson

Lesson Video Link: <https://vimeo.com/499229510>



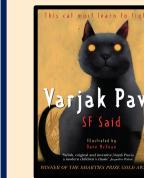
Lesson Activity Sheet Link:

<https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y4-Spring-Block-2-WO1-What-is-area -2019.pdf>

Today's Answers:

<https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y4-Spring-Block-2-ANS1-What-is-area -2019.pdf>

VIPERS



Skill: Inference

Read Chapter Three again.
Use evidence from Chapter Three to justify your answers.

Task: The family believed what Elder Paw said about the Contessa and think he is the best, wisest and strongest cat to be the head of the family. Do you agree? Use evidence from the text to support your answer.

Varjak wanted to backup and support Elder Paw. Do you agree? Use evidence from the text to justify your answer.



Listen to Chapter Three here:

<https://www.youtube.com/watch?v=AKclVV0FV94>

English

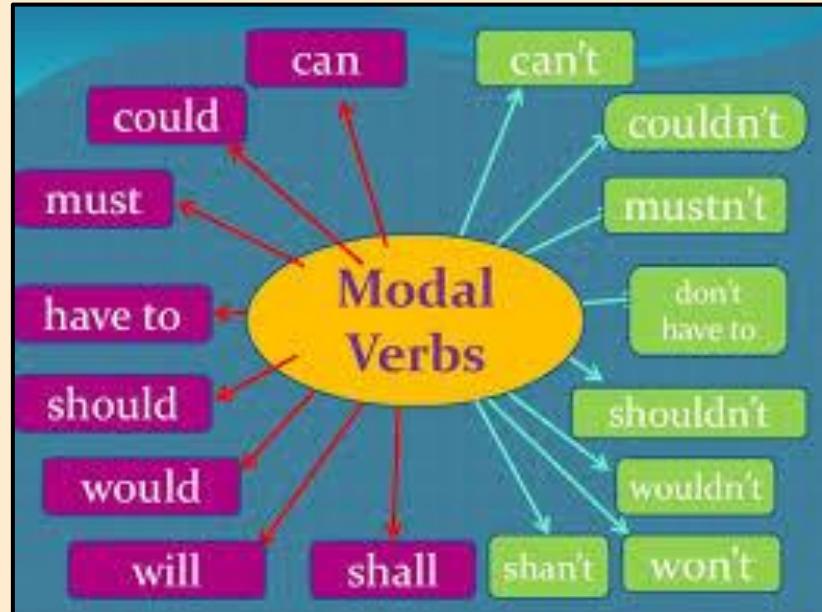
L.O Use modal verbs in a sentence

What is a modal verb?

Modal verbs indicate possibility, obligation or ability.

A **modal verb** is a special type of verb.

Modal verbs change or affect other verbs in a sentence. They are used to show the level of possibility, indicate ability, show obligation or give permission. Modal verbs behave differently to 'ordinary' verbs.



The most common modal verbs are:



Watch the following video clips to learn more about modal verbs:

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zps4pbk>



https://www.youtube.com/watch?v=5bREQcdMYBA&feature=emb_logo



Modal verbs can be used to give advice. Take a look at the following examples:



Today, you will be using **modal verbs** in sentences to give advice to Varjak Paw, persuading him to leave the Contessa's house and venture outside.

Task: Read the following sentences and select an appropriate **modal verb to persuade Varjak Paw to leave the Contessa's house: Neatly, write your sentences out and underline each **modal verb**.**

ought to

must

would

could

should **will**

may

You _____ listen to Elder Paw as he is the head of the family.

How _____ you like it if your ability to lead were questioned?

Varjak Paw, you _____ follow in Jalal's footsteps and go on an adventure.

You _____ need to secretly leave the house since your father does not want the family to go outside.

You _____ listen to Elder Paw or you _____ listen to your father- the choice is yours!

You _____ leave immediately because it is dangerous.

Challenge: Write four of your own sentences, using **modal verbs to persuade Varjak Paw to leave the Contessa's house. Underline the **modal verbs** using a ruler.**

might

will

should

may

would

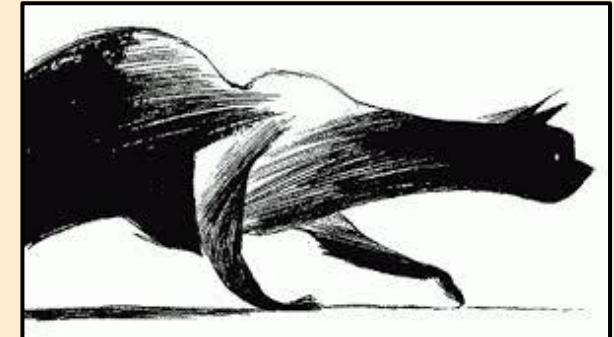
can

could

must

shall

ought to



What is area?



- 1 a) Work with a partner.

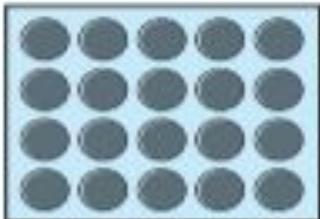
Use 4 sticky notes to make as many different rectilinear shapes as you can.

How many different shapes did you make?

- b) All of the shapes that you made have the same area.

Explain how you know that this is correct.

- 2 Amir covers a rectangle with some counters.

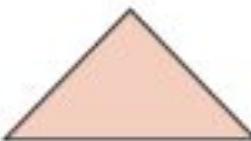


- a) Amir thinks the area of the rectangle is exactly 20 counters.

Is Amir correct? _____

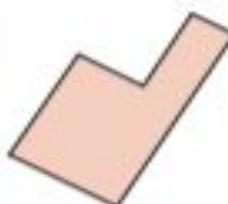
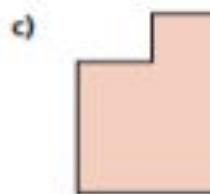
- b) Explain why counters are not the best way to measure area.
- _____
- _____

- 3 Eva draws this shape.



- a) To the left, draw a triangle with a smaller area
b) To the right, draw a triangle with a greater area.

- 4 For each pair of shapes, tick the shape with the greater area.



5



A longer object will always have a greater area than a shorter object.

Do you agree with Teddy? _____

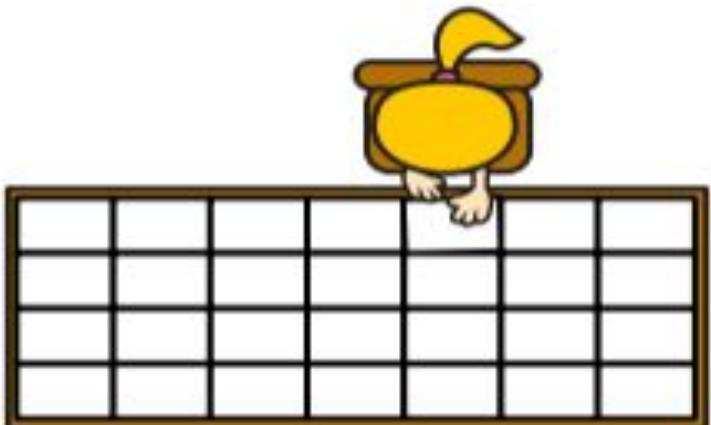
Draw a picture to support your answer.



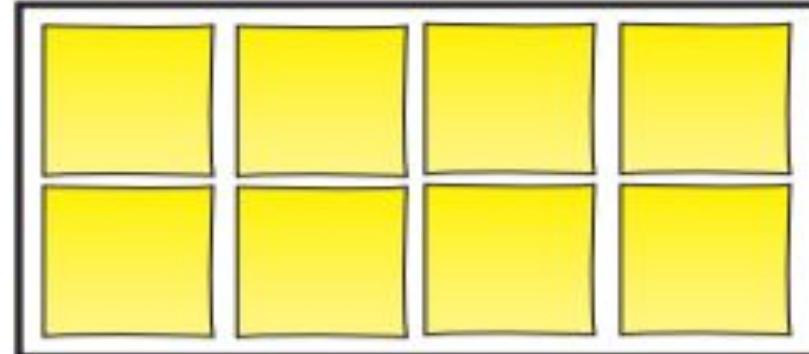
6

Eva is measuring the area of the tabletop.

She has covered the table with exactly 28 sheets of paper.



She covers one sheet of paper with sticky notes.



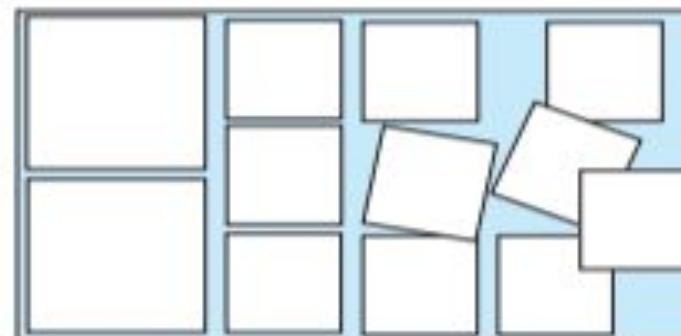
What is the area of the tabletop in sticky notes?



sticky notes

7

Kim thinks the area of the rectangle is 12 squares.



Is Kim correct? _____

How do you know?

English Working Wall

Chapter One

Elder Paw was telling the tales of Jala- the warrior cat, Varjak Paw enjoyed hearing the stories.

Unlike the rest of the litter, he has yellow eyes (the sign of danger) and wants to explore the outside world.

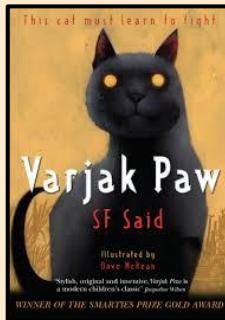
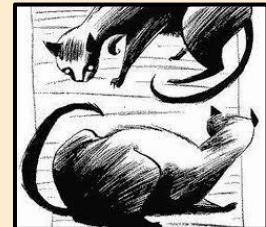


Grammatical Skills:

Main Clause
Multi Clausal Sentences
Coordinating Conjunctions
Simple Past Tense
Regular and Irregular Verbs
First Person Narrative
Second Person Narrative
Adjectives to describe feelings
Noun Phrases
Similes
Subordinate Clauses
Subordinating Conjunctions
Features of a persuasive letter
Modal Verbs

Chapter Two

A strange man has entered the house with two, peculiar black cats. The Contessa's room is empty and know one knows where she is. Varjak warns the family but nobody believes him. Elder Paw calls an urgent Family Council Meeting.



Extended Writing:
This week:
Letter of Persuasion

Chapter Three

Elder Paw warns the family about the stranger- he is not to be trusted for he remembers the stranger once had a bitter argument with the Contessa. He believes the Contessa is dead. The family of Mesopotamian Blues must leave and go into the outside worlds. Father rages and threatens Elder Paw explaining he will be leading the family from now on.



Chapter Four

Do not read it yet!!!!



Helpful Resources:

might	will	should	may	would
can	could	must	shall	ought to



Subordinating Conjunctions	
I	if
S	since
A	as
W	when
A	although
W	while
A	after
B	before
U	until
B	because

History

In the Village

Look at this picture of a typical Anglo-Saxon village. What can you see? Make a list of things we can learn about Anglo-Saxon village life by looking at this picture.

The Anglo-Saxons positioned their villages near a water source, such as a river or lake, which would provide drinking water and fish to eat.

The chief of the village lived in a larger house in the centre of the village. This house might also contain a meeting hall.

Livestock was kept in the village. Children would often be responsible for looking out for wolves, which were wild in Britain during the Anglo-Saxon times.

Fields for growing crops were ploughed over to prepare them for planting. Oxen would pull a basic plough which was called an ard.

Some buildings were reserved for specific purposes, such as a space for performing a craft like weaving or as storage units.

Family groups lived in smaller village houses.

Pots made from clay were fired (dried out and hardened) on a large open fire.



History

In the House

What can you see happening inside this house? What can this picture teach us about how the Anglo-Saxons lived?

People played instruments to provide entertainment. This man is playing a lyre.

The roof of the house is thatched with straw.

Most houses had one room, people also slept here.

A fire in the centre of the room provides warmth and light and a place to cook the food.

Meat and fish are hung up at the ceiling above the fire so that the smoke can cure it (dry it out and preserve it).

The walls of the house are made from planks of wood.

A large barrel holds beer to drink.

